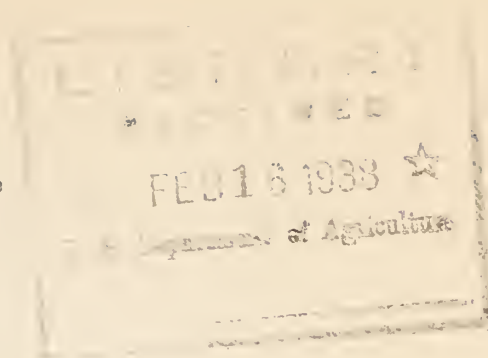


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Part II

Text for Students

on

FOREMANSHIP

for

C.C.C. Training Course

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(STUDENT'S COPY)

FOREMANSHIP

PURPOSE AND INTRODUCTION

Lesson No. 1

The purpose of this course is to give the enrollees a general knowledge of the duties and responsibilities of foremanship.

An effort has been made to develop this course in a clear and understandable manner, so as to form a sound basis for the enrollee who has some natural ability in handling men, and who would like to further his knowledge along this line.

So far as seems practical, the lessons in this course will be presented by the method of question and answer. Each question will be fully discussed by the whole class before the next question is taken up. About ten minutes will be given at the beginning of each class for a review of what was learned at the previous meeting.

At the first meeting, the instructor will explain in more detail the purpose of this course, and give the introduction. He will designate the place and hour of the next meeting.

LESSON II

QUALITIES OF GOOD FOREMEN

This lesson will take up the more important qualities that are necessary to a good foreman.

Q. Name and explain six qualities of a good foreman.

A. 1. Leadership

Some leaders are born, others are made. Leadership can be developed. A group instinctively looks for a leader in any enterprise. Those so fortunate as to be born leaders make excellent foremen and rarely stop there. The foreman whose men naturally follow him can accomplish far more than the "driver." An individual can train himself to think faster than the average, and by exercise of courage and initiative, can make himself a group leader. The word "foreman" means "headman."

2. Initiative

Leaders lead. The good foreman is always first to tackle the job, first to hit the hard or disagreeable parts, and first on the spot when trouble starts. He is constantly on the lookout for new ways, new methods, and new ideas.

3. Decisiveness

The good foreman is never in doubt. He must have or must cultivate the ability to decide quickly on any situation that may arise. If the foreman is in doubt, the crew lags or quits.

4. Dependability

The foreman is the link between the boss and the crew. On him depends accomplishment by the crew of the ideas and plans of the boss. In some situations, dependability is of prime

importance; in all cases, the mark of a good foreman. Of equal importance is the well-founded dependence of the crew upon the foreman for fair treatment, superior knowledge of the work, and for safety and justice.

5. Perseverance

Perseverance is that quality which impels driving through what has been started. The ability to carry a tough job through to completion, after others would quit in discouragement, is the mark of the first-class foreman.

6. Knowledge of Work

The foreman must know more about the job than his men do. He must be able to do any job a little better than they can. He must also be able to teach any of his men how to do the work assigned. The foreman without this knowledge or experience is badly handicapped.

LESSON III

DUTIES OF FOREMEN

Foremen are in a peculiar position, midway between workers and employers, since, as a rule, they were formerly workers who became part of the management. This position is common throughout industry.

Foremen on all types of work have certain general duties in common.

Q. What are the duties of a foreman:

1. To his superior officer
2. To himself
3. To his crew

A. 1. Duties to His Superior Officer

- a. To accomplish the job before him.
- b. To obtain high quality of work.
- c. To get a fair day's work from his crew.
- d. To keep down costs by avoiding waste of time or materials.
- e. To cooperate with other foremen also working for the "boss."
- f. To seek and use new or better methods to improve his work.
- g. To loyally protect his employer's interests.

2. Duties to Himself

- a. To play fair with both the boss and his men in order to maintain his own self-respect.
- b. To demand and get a fair day's work so that creditable results will be produced; also, in order that he may maintain his own reputation and earning power as a foreman.

- e. To keep up with new developments and seek new ideas so that he may advance himself.

3. Duties to His Crew

- a. To adequately protect their safety of life and limb.
- b. To see that they are properly fed, clothed and shod.
- c. To see that they are adequately equipped with the proper tools, and know how to use them.
- d. To see that they know exactly what they are expected to do.
- e. To see that they are fairly paid; that is, to see that their time is strictly and accurately credited.
- f. To see that "goldbrickers" do not mar the record, or ride on the achievement of the real workers of the crew.
- g. To see that credit and commendation are given when deserved, as well as condemnation and reproof.

LESSON IV

PERSONNEL RELATIONS

Foremen may have to be skilled in the use of tools, in the reading of blueprints, and in special processes, but the greatest demand is for men skilled in the "art of handling other men." Therefore, the study of men and what makes them do the things they do should be the most important job of every man who aspires to good foremanship.

The men with whom a foreman works may well be divided into three groups. The first group are the subordinates, or men in the organization below the foremen. The foremen, in turn, are subordinate to the project superintendents.

Associates are men working in positions of equal classification or responsibility. The foremen are associates, as are the project superintendents of all the camps.

Superiors are men in positions of higher authority. The project superintendent is the foreman's superior. The district administrator is the superintendent's superior.

Q. What is a foreman's position and responsibility in relation to the men in these three groups:

- A. 1. Subordinates
2. Associates
3. Superiors

Subordinates

Willing workers usually cause foremen little concern in personnel relations. Fortunately, they are usually the majority

of any group. The unwilling, the dissatisfied, the malcontents, the incompetent, the lazy and the sick are the ones with whom foremen have the most trouble. The key to the solution of the problems of these men is to search for and find the specific cause of the trouble and to treat that cause or remove it, remembering not to magnify insignificant grievances and thus foster their recurrence. In dealing with subordinates, foremen should keep in mind that they weaken their own position by failing to handle situations themselves, depending instead upon the exercise of authority from above.

Associates

Foremen must remember that any large enterprise is a cooperative endeavor involving close coordination of many foremen, each, perhaps, in charge of some part of it, but all working toward the same end or purpose. Often the work of one foreman depends on the production of another foreman. When delays or other troubles start, frank but tactful discussion of the problem can often accomplish more than reference to the man responsible for the work of both foremen. Some men, of course, resent intrusion into their particular field of work, and recourse must be had to higher authority.

Likewise, each foreman should receive with open mind suggestions from other foremen, since outside observation may often reveal things not noticeable at close range to the foreman in charge.

Lines of authority or definite fields of action are sometimes not clearly marked. When in doubt, two foremen may well get

together and agree between themselves as to the duties of each.

Personalities often clash and foremen will find it difficult to get along with one another. In that case, special care is needed to keep relations on a working basis, since both are working for the same employer and have the same general purpose which must be served regardless of personalities.

Superiors

Just as every worker has the right to look to his foreman for leadership, guidance, and authority, so every foreman has the right to expect the same things from his boss. Should these things not be forthcoming, the foreman has every right to present the matter to his boss. Obligations work two ways.

Disagreements may arise between foreman and superior as to time or place, or method of doing things, but as long as the question is open for discussion, it is the foreman's duty to present his views. Once the decision has been made by the boss, and given as an order to the foreman, the foreman's responsibility is solely to carry out that order as promptly and efficiently as possible. If he were right and the boss wrong, the mistake would be made apparent more quickly and clearly.

LESSON V

JOB ANALYSIS

Job analysis is the key to good foremanship. The term "job analysis" means the process of breaking down, or subdividing a job into its component parts.

The word "job" is defined as a simple duty, task, or operation to be performed by an individual or a crew. As we wish to use the term here, it does not mean a "position" such as watchman, clerk, or truck driver. Examples of jobs are "installing a culvert," "building a bridge," "pointing up a loose rock dam," and "stringing fence wire."

The simplest form of process chart merely lists the steps or operations entering into the performance of a given job, in the order in which they should occur. For example, consider the following simple analysis of the job of raising one telephone pole:

1. See that the hole is cleaned
2. Nail on bracket
3. Screw on insulator
4. Place butt of pole at hole
5. Raise the pole
6. Turn bracket to proper side
7. Plumb and set rake
8. Fill and tamp

It is apparent that any one of these steps such as No. 2, could, in itself, be further analyzed by stating exactly what each worker does, going so far as to say what motion he makes with the right hand, and what motion he makes with the left hand. In factories this is frequently done, because the workers may repeat such operations a thousand times a day, and economy

of motion is important. Thus, it will be seen that jobs may be almost infinitely subdivided and are, in fact, so divided, especially in the manufacturing industries. This subdivision of jobs is the basis for the subdivision of labor as found in automobile assembly lines and similar manufacturing procedures.

A little thought will show also that larger units of work may be analyzed by the same method. A similar analysis may be made for a whole project such as constructing an earthen dam:

1. Stake out dam location.
2. Stake out spillway.
3. Clear site of vegetation.
4. Slope banks of road.
5. Excavate for core wall or key.
6. Excavate spillway.
7. Throw up dam embankment.
8. Riprap spillway.

Each of these jobs may now be analyzed separately just as the job of raising a telephone pole was analyzed. Experienced foremen usually think along these lines without consciously setting down on paper the various steps as above.

New men will do well to use their notebooks for this purpose. They will see the details of their jobs with a new clearness.

LESSON VI

JOB PLANNING

The previous lesson has shown how any job may be broken down into smaller, simpler jobs in order to put each step in its proper place, and to be sure that none is forgotten. With this simple break-down of the job it is easier to consider the needs for:

1. Men
2. Materials
3. Tools
4. Specifications

Six questions asked and answered by the foreman himself from his job analysis sheet, on his list of requirements, will check the completeness of his preparation. These are: who, what, when, where, how and why. If these questions can be fully and satisfactorily answered for each of the above items, and for each of the steps in the analysis sheet, the foreman may be reasonably sure he has made adequate preparation for his job.

These lists and charts should be checked against actual experience on the job as being done in the field, and corrected as necessary. The foreman then has a written "experience record" to which he can refer for help in future job planning.

The process chart is of great help in planning the way to get work of the crew because, with it, the foreman has constantly before him a picture of the job's progress in sufficient detail to lay out one or two simpler jobs at a time, or one for a boy's work.

Formerly, foremen learned almost entirely by experience. Now foremen learn with an entirely new job, but have no record of

analyzing the job beforehand--to plan it well. They depended on trial and error. Job analysis furnishes the means to scientifically study new jobs or old ones in order to intelligently plan work. Much of this is a task for experts, but modern foremen are learning enough of it to give them a better grasp of their work.

LESSON VII

TRAINING WORKERS

The effort required to make simple process charts or job analysis sheets for such "taken-for-granted" jobs as shoveling from ground to truck, for planting a tree, or for harvesting seed, show how much training must be given new men even on the simplest work.

The simple process chart is one of the best aids to training. It is helpful to the learner to see a diagram of the process he is learning. The process chart is helpful to the foreman because by its use he is able to teach the steps in their proper sequence, and be thorough in his instructions.

The foreman training method is simple:

1. Make a demonstration. (Show him how)
2. Give the worker a trial under your direction.
(Let him do it but do not let him do a single step incorrectly)
3. Give the worker a test. (Let him do it by himself)
4. Repeat these three steps until right work habits are formed. (Keep at it)

One of the foreman's most important tasks is to train men. The foreman owes it to himself to train his new men because until they become skilled they cut down his output. He owes it to his employer because untrained men are not worth their pay, however small. He owes it to the new employees because he, the foreman, is responsible for the new employees' safety, for the safety of others, and for giving the new man the chance to acquire skill and to earn his place in the world.

